

## **Culture Shaka HI: Hawai'i Culture Shock Workshop App**

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**Abstract:** Culture Shaka HI is an instructional mobile application designed to address the culture shock that many new international and U.S. mainland students experience at the University of Hawai'i at Mānoa (UHM). The purpose of this mobile application is to provide learners the knowledge they need to learn basic Hawaiian customs and to overcome the culture shock phase of moving to Hawai'i. The following report will disclose the instructional goals, objectives, strategies, and results for Culture Shaka HI's instructional design modules and implementation. Culture Shaka HI was designed and tested using peer evaluations, one-on-one interviews, and two group sessions. The main purpose of the app was to increase the target audience's motivation to tackle, understand, and overcome all of their Hawai'i culture shock experiences. The mobile application provided instruction through learning modules and scenario test exercises. Upon completion of the instruction, learners were better prepared to cope with Hawaiian customs and the culture shock of moving to Hawai'i.

### **Statement of the Problem**

Twenty-three percent of freshmen students at the University of Hawai'i at Manoa drop out after their first year in college (College Factual, 2018). Although there are many different factors contributing to college dropout, one of the biggest reasons is the inability to adjust to Hawai'i culture. About 33% of the UHM student population consists of out-of-state students (Mānoa Institutional Research Office). According to research data conducted by the Department of Business, Economic Development & Tourism Research and Economic Analysis Division (DBEDT), there will be a steady number of new international students arriving and staying to study in Hawaii for years to come (Research Economic Analysis Division, 2016). UHM's annual institutional research report also shows steady new out-of-state student enrollment (Mānoa Institutional Research Office). This means that the need for culture shock instructional resources such as Culture Shaka HI will be in high demand for the foreseeable future.

There is currently no available Hawai'i culture shock app/website resource specifically for students. Although there are published websites, they are mostly personal blogs detailing people's experiences and suggestions about moving to the islands. There are several culture shock publications available as a resource for instructors and university personnel to improve student culture shock understanding, however, there is a lack of

resources solely directed to student education. Culture Shaka HI will become the tool students can use to overcome the culture shock of moving to Hawai‘i.

This project was tailored for new spring 2019 out-of-state and international UHM students. The university lacks a website or mobile application that provides remote culture shock workshop education. This project introduced a new resource students could use to improve their culture shock coping capabilities.

The purpose of this instructional design research was to evaluate the impact of using Culture Shaka HI to increase student ability to learn basic Hawai‘i customs and to cope with the culture shock phase of moving to Hawai‘i for students at the University of Hawai‘i at Mānoa.

The goal of this instructional design study was to teach new out-of-state and international UHM students basic Hawaiian words, local idioms, and culture. Culture Shaka HI also discussed the four stages of culture shock and coping strategies students can use to overcome them.

## **Literature Review**

Furham identifies three contemporary theories that were used to understand international student conflicts; stress and coping, culture learning, and social identification (Furham, 2012). Although Hawai‘i is part of the U.S., it is so culturally unique, compared to other states, that mainland students often feel like foreigners. This justifies the following Furham theories being applicable to both foreign and out-of-state UHM students. First, stress and coping focuses on identifying the negative factors and effects of immersing in a foreign culture and forming coping strategies to overcome them. Second, culture learning focuses on human behavior and identifying relevant social skills to fit into their new culture. And third, social identification is based on human cognition in accepting changes in personal identities needed to adjust to living in a new culture. With these theories in mind, six learning objectives (Appendix A) were created for lessons that will better orient students to living in Hawai‘i.

Subject matter expert interviews, Hawai‘i online resources, and published books were used to develop the content of instruction. I moved to Hawai‘i from the Philippines at a young age so I also experienced culture shock firsthand. My personal experiences and coping strategies were used create relatable content. *Cultureshock! Hawai‘i: A Survival Guide to Customs and Etiquette* by Massey and Global Perspectives’ *The Four Stages of Culture Shock* were used as references.

In addition, the ARCS model was incorporated to increase student motivation in learning the content. Keller explains that, “Motivation is an important concept in human behaviors, and it plays a key role in student learning and in how educators can help students learn better” (Li & Keller, 2018). Instead of focusing on knowledge retained, the

study focused on how the learners' attitudes toward tackling culture shock in Hawai'i improved.

Finally, to better develop modules catered to the target audience, three current culture shock studies were used to enhance delivery of instruction. Goldstein and Keller explain that culture shock often limits student social and academic success because they frequently encounter transitioning difficulties (Goldstein & Keller, 2015). International college students, in particular, struggle with culture shock that hinders their academic progress (Presbitero, 2016). Schartner and Young also emphasized the importance of incorporating academic, psychological, and sociocultural aspects of the target culture when creating integrated instructional materials to help international students adjust and adapt to unfamiliar environments (Schartner & Young, 2016). The results and strategies used in these studies were incorporated to teach similar topics in the learning modules.

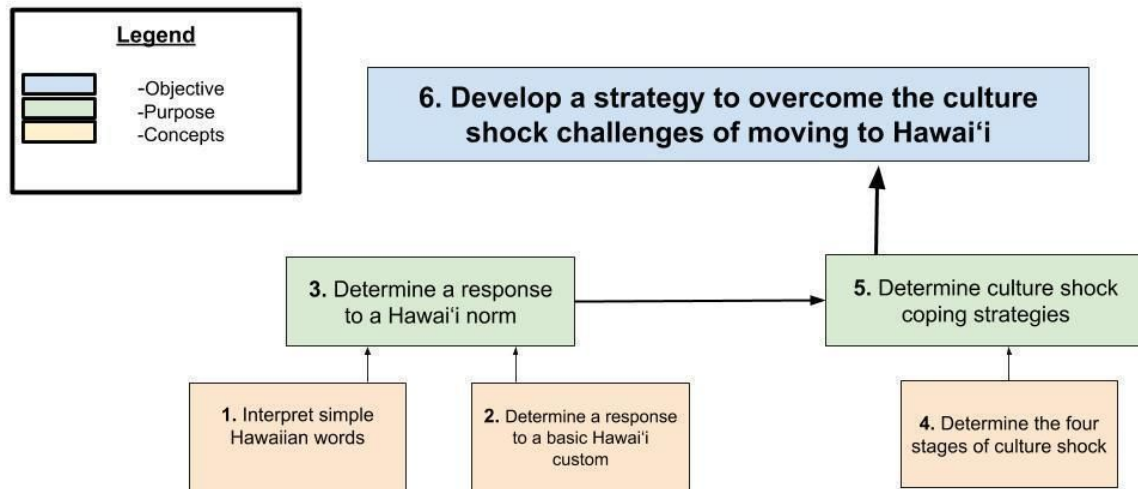
Upon completion of the learning modules and scenario test questions, the design of the app was continually revised to follow Marshall, Nolan, and Newton's structure in providing an 'engendering' online resource to maximize support for transitioning university students. Their study asked for student interaction when providing online lessons in order to raise learning motivation and attention (Marshall, Nolan, & Newton, 2016). These studies focused on remote transitional resource and lesson delivery to new transitioning university students and served as a valuable theoretical framework when the interactive components of mobile app were designed.

## **Methodology**

Research Questions/Goals. Culture Shaka HI introduced instructional design modules addressing the following research questions: 1. How effective was the use of Culture Shaka HI in improving students' ability to learn basic Hawai'i customs? 2. How effective was the use of Culture Shaka HI in improving students' ability to cope with the culture shock phase of moving to Hawai'i?

Content Analysis. Culture Shaka HI consisted of six instructional modules that helped familiarize students with basic Hawai'i language, local idioms, and customs. The modules introduced different stages of culture shock and the strategies they can incorporate to better cope with their move to Hawai'i. Instruction was delivered in the following order: 1. Basic useful Hawaiian words and local idioms that incorporate a creole dialect known as Pidgin 2. Basic Hawai'i customs 3. "Unusual" Hawai'i norms, 4. The four stages of culture shock, 5. Culture shock coping strategies, 6. Useful Hawai'i tips and recommendations. The project's terminal objective and concepts were mapped out in the hierarchy chart in Figure 1.

### Culture SHAKA HI Hierarchy Chart.



**Figure 1.** Culture Shaka HI hierarchy chart.

Recruitment and Participants. To collect data and evaluate the effectiveness of Culture Shaka HI, three one-on-one and two group sessions (11 participants) of instructional testing were conducted in Spring 2019. An audience characteristic table was used to define the target population in terms of the four learning domains: cognitive, physiological, affective, and social (Appendix B). This was also used to screen participants before asking them to participate in the study. The ideal one-on-one and group session participants were first-year out-of-state UH Mānoa students. They were recruited through various campus international coffee events and friends of students recruited from these events (Appendix C). These events are geared to help first-semester students adjust to their college life, so they were ideal participants for this study.

The actual participants were a mixed of local, out-of-state, and international students ranging from the age of 19 to 39. Their length of stay on the islands ranged from 5 months, the shortest, to 39 years, the longest.

In LTEC 112, a course that I was a Teacher Assistant for in Spring 2019 semester, I also recruited first year out-of-state students (Appendix D). I received permission from the instructor before recruiting the students. It was made clear to the students that participation was strictly voluntary and would not affect their grade for the course.

At the end of the post-test, there was a link to share Culture Shaka HI with a friend who might benefit from the workshop. One-on-one participants emailed this info to their friends, which helped me recruit more participants for the group sessions. Although their friends were not first-year students, they were mostly from out-of-state and were eager to learn about the project to better adjust to their life in Hawai'i. Thus, their data still proved relevant to the purpose of the app in helping students adjust to Hawai'i culture shock experiences.

Evaluation Instruments. A pre-test (Appendix E) was given to the participants prior to starting the learning modules. The test included nine open ended questions and one matching question. The learning modules included practice tests (Appendix F) that learners had to complete as they went through the app. Each question required learners to incorporate concepts from the current lesson and what they had learned in previous lessons. By the time they got to the final two test questions, they were asked to use everything they learned from the app to formulate their answers. The same questions were asked in the pre and practice test questions to check how much they improved as they progressed with the lessons. Finally, a parallel post-test (Appendix G) was given to the participants after successfully completing all of the modules.

The tests measured and evaluated attitude changes of the participants to determine the effectiveness of instruction. Instead of measuring knowledge retention, the questions focused on participants' attitudes and willingness to tackle presented scenario questions. This was measured by how they responded to open ended questions.

A grading protocol (Appendix H) was used to grade and evaluate their answers. The grading protocol had five criteria: comprehensible language, incorporated a module concept, answer was relatable to the current lesson, was culturally accepted, and provided personal insight. Each criterion was worth one point. Scores were added to create a total score for each question. The total scores were used for evaluation with 0 translating to the answers not meeting any of the requirements, to a score of 5 translating to the answers meeting all of the requirements.

After completing the test session, students were asked to complete a follow up survey to collect demographic information, retrospective feedback, and additional comments to improve instruction (Appendix I). The survey questions were designed to properly receive assessment on how the user's knowledge of basic Hawai'i words, customs, idioms, and culture shock changed prior to and after completing the app. The survey also asked usability questions and suggestions for improvement in order to improve user satisfaction in future iterations.

Project Design Strategies. The mobile application was designed and delivered using Wix's mobile view website design. Wix is an interactive platform that included all of the desired components for the mobile application. It also does not require programming and extensive mobile app design knowledge. This gave me more time to focus on developing the content of the project. Participants were prompted to complete the app's six learning modules in succession.

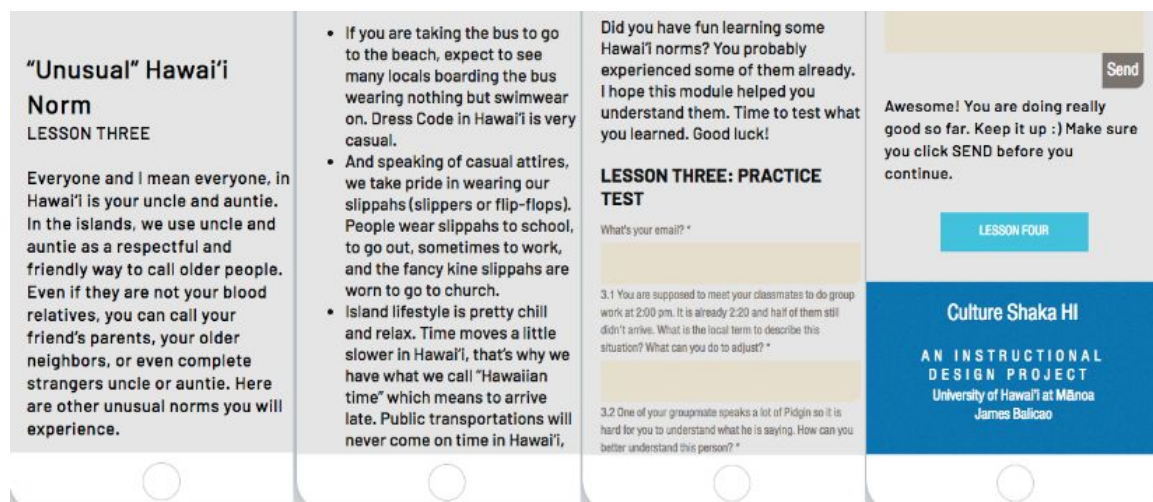
Content from the literature review as well as subject matter expert interviews were studied carefully to develop the contents of the modules. Furham's three contemporary theories were used to develop culture shock and coping strategies, test exercises with a focus on measuring student behavior changes prior, during, and after completing the instructional modules, and a model to help students reach the terminal objective of the project.

The instructional strategy of the project was to provide scenario-based lessons. All of the content were real concepts that learners may experience, currently experiencing, or already experienced while living in Hawai'i. They were designed to become selectively applicable. Learners can incorporate a strategy they learned from the lessons based on their own personal current needs.

The ARCS model was incorporated in the instructional delivery in order to raise student's motivation and confidence in learning the content and tackling each test question.

Every lesson started with an attention getter or an interesting fact. Figure 2 shows an example of this incorporation. In lesson three it was introduced that it is normal in Hawai'i to call older people uncle or auntie even if they are not your relatives. All of the lesson contents were relevant to the intended users such bus norms, dress code, and lifestyle in the islands. To build confidence before taking each tests, words of encouragement were given to the students to reassure them that they learned enough to complete the test questions. And finally, words of congratulation were always given at the end of each test questions to help the students feel satisfied with all that they have already accomplished.

### ARCS Model Incorporation.



**Figure 2.** ARCS Model incorporation.

The final version of the app was publicly published at the Wix website: <https://ltec687.wixsite.com/cultureshakahi>, however, it must be opened using a mobile device in order to view it in app mode. Participants were all instructed to use mobile devices when testing the app.

Procedures. After completing the instructional content and mobile application in the Fall, test sessions were conducted beginning in January. Participants completed the sessions in the following order: pre-test, learning modules and embedded practice tests, and post-test.

After the final project revision, all testing sessions were completed within a 60-minute period. All of the test questions were parallel, meaning the same concepts were tested from the pre/practice test to the post-test. Keeping the questions parallel allowed comparable measurement of improvement in learning Culture Shaka HI content prior, during, and after going through the learning modules. Using the grading protocol, collected data from the test results were analyzed to evaluate the effectiveness of Culture Shaka HI. Participants were also given a short follow-up survey asking for demographic information, retrospective evaluations, and additional comments to improve instruction.

All of the face-to-face testing sessions were conducted at UHM's College of Education (COE) Wist Hall conference rooms and classrooms between mid-January and early February. I currently work as the Institutional Support Officer for COE's Learning Design & Technology and Technology & Distance Programs departments, which granted me complete access to these facilities. Wist Hall facilities allowed me to provide and prepare the appropriate environment participants needed to successfully and privately complete the study. This also ensured very minimal risk and chances of discomfort for the participants. The online group session was conducted using COE's online Zoom conference room. This secure Zoom room also provided a safe and comfortable environment for online participants to complete the project testing with very minimal risk.

First, one-on-one sessions were conducted at Wist Hall and feedback was used for revisions before the group sessions. For the three one-on-one sessions, a script (Appendix J) was used which asked for participants' permission to record their mobile screen and audio. Only one participant agreed to have their mobile device and audio recorded. I was still able to successfully observe their process of going through the different pages of the app and learning the modules. After receiving feedback from the first two one-on-one sessions, the content delivery was changed from text to video lessons. The third one-on-one session took place after the app's final revision.

Video and audio were not recorded in any of the group sessions. The group session script (Appendix K) was read to the participants prior to starting the learning modules. It detailed general information, procedures, and confidentiality of the study.

The first group session was conducted in Wist Hall in the afternoon in early February. There were four participants, originally from China, Australia, Vietnam, and Honolulu. The second group session was held later that evening using the university's COE Zoom online conferencing room. There were seven participants, originally from California, Colombia, Canada, O'ahu, and neighboring Hawai'i islands. Although some participants were not part of the original target audience of out-of-state students, they were all able to provide valuable feedback and perspectives that would have been overlooked otherwise, and were used to further improve the delivery and results of the project.

To maintain confidentiality, no personally identifiable information was released or included in the final report of this study. No specific personal information was asked

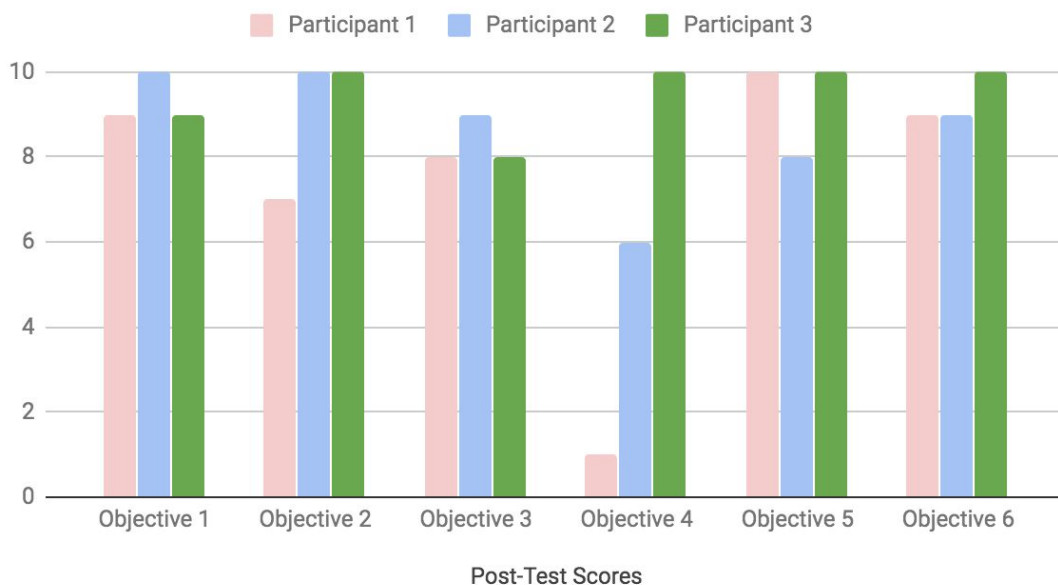
except for email addresses, as they were needed to contact the participants. Their emails will never be released to the public and were deleted after their test scores were recorded. The survey was also completed anonymously. The information regarding confidentiality was provided to the participants through email exchanges and at the beginning of each test session. Participants were also constantly reminded that participation in the study was voluntary and that they could withdraw at any time.

## Results

Data analysis was separated into two sections, the three one-on-one sessions and two group sessions. The one-on-one data were reviewed separately because different learning platforms were used to deliver the instruction and the instruction was revised between sessions. One-on-one data were used to make revisions for subsequent implementations of the project.

The grading protocol was used to evaluate and grade the short answer responses to the test questions. The app successfully increased the students' test scores from the pre-test to the post-test. However, because the text lessons were used for the first two participants and the video lessons were used for the third participant, I was not able to aggregate the three scores as a cohesive data. I instead evaluated post-test scores for each participant to see if the revisions improved their final scores for each objective. The test results are organized by the three participants' post-test scores in each of the learning objectives detailed in Figure 3.

### One-on-one Sessions Results.



**Figure 3.** One-on-one sessions data results.



The first two participants had an average post-test score of 81% while the video lesson participant had an average post-test score of 94%. This suggested that the video lessons could better help students retain data rather than reading a lot of text content.

The first participant had a hard time grasping the question for Objective 4, stating that the question relied too much on personal human emotion. This resulted in a lower average than other objectives. The question asked how students would feel if they were often late to class because buses in Hawai‘i are never on time. The participant mentioned that it all depended on how that person felt that day as sometimes people would feel okay being late but on some days it would frustrate them. This question was used for the other two participants but they had no difficulty/confusion answering it. So other than this section, data still showed that the app was mostly successful in educating students about the instructional content.

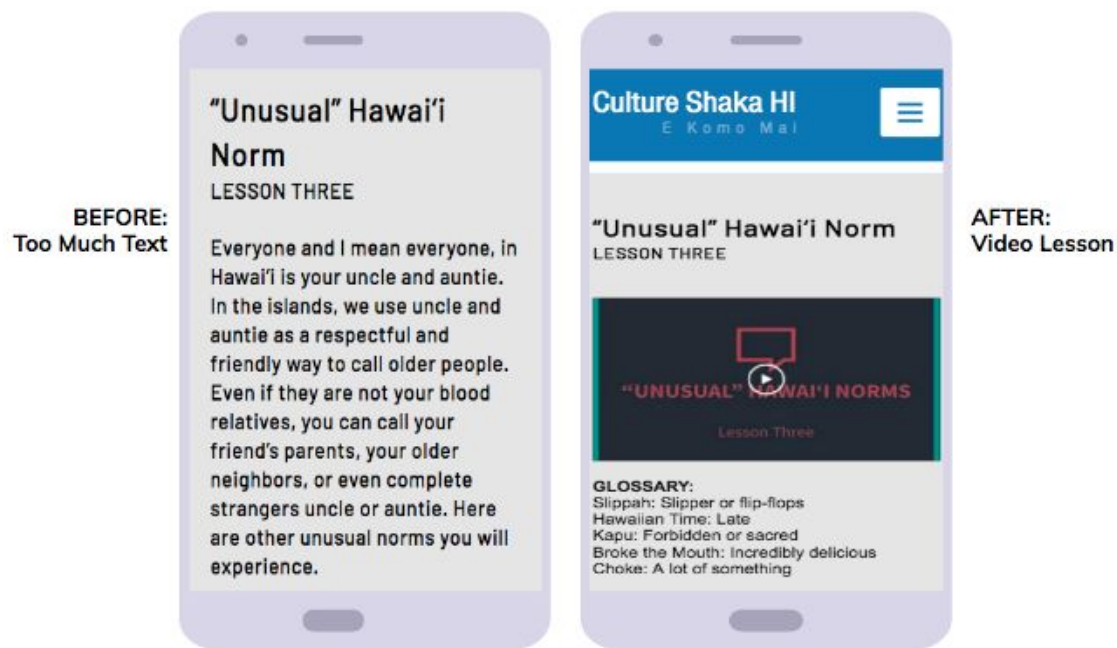
At first, the app was designed in an e-book style, with all of the content (Appendix L) directly pasted in the app pages word for word. The first one-on-one participant, a first-year doctorate student from South Korea, was a quick reader and completed the testing within 45 minutes even with the large amount of text. However, the second one-on-one session with a first-year student from Japan lasted for 90 minutes because the participant struggled reading all of the text. He commented, “There was too much reading, but the information was all valuable! I wish there was more talking.” I went back to my peer review comments and decided to use their suggestions to incorporate images in the lessons. In place of plain text, I created PDF presentations and embedded them in each of the modules.

A usability study was conducted with instructional designers from my workplace and they pointed out that even though the graphics were much nicer than the clunky text, it still took the same lengthy amount of time to finish the app. The project was revised by creating Prezi presentations. I pre-recorded audio to all of the Prezi slides and downloaded them as video lessons. Another usability test was conducted with my colleagues and they pointed out that even though the videos looked great, some of them were still too long to fit in the project’s testing time frame. Prezi also had a delayed transition time between pre-recorded audio, which made the videos longer.

As a final revision, the PDFs used in the first revision were converted into Google Slide presentations. Each presentation was screen and audio recorded to create 6 learning videos that were all 5 minutes or less in order to fit the time frame of the project. After careful reviews and usability testing iterations, the final version of the app was finally ready to resume one-on-one and group testing.

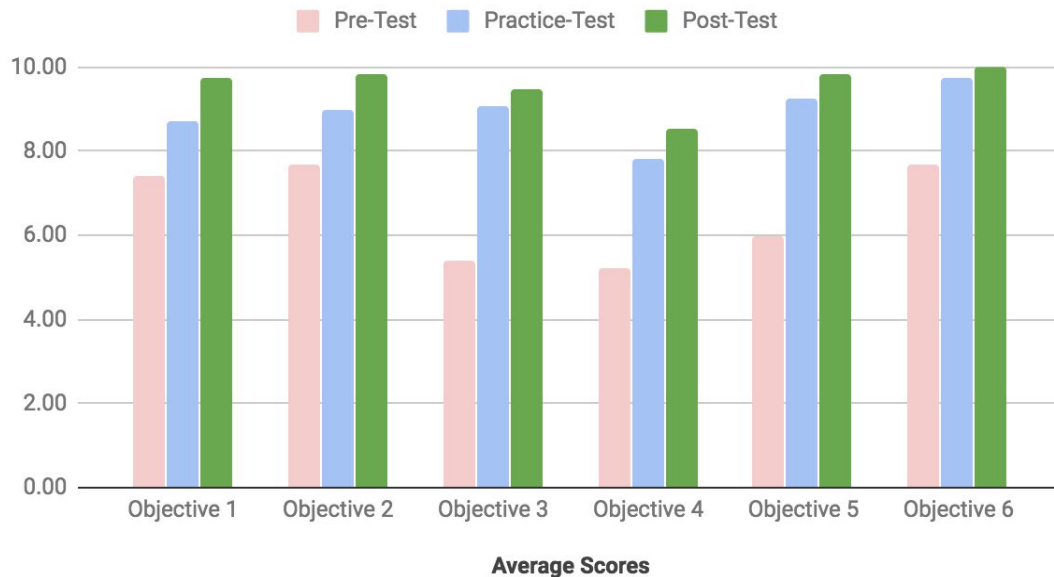
The third one-on-one session was the first time the video lessons were implemented for testing. The participant, a prospective Master’s student from Arizona, praised the app and video lessons, which boosted my confidence in the improvement of the learning materials for the project.

Figure 4 shows the difference between the wordy version and the user-friendlier video lesson version of the app.



**Figure 4.** Before and after revision; Text vs Video.

Group Sessions Results. Scores were combined for the two group sessions (Figure 5) because they both used the same finalized version of the app.



**Figure 5.** Group sessions data results.

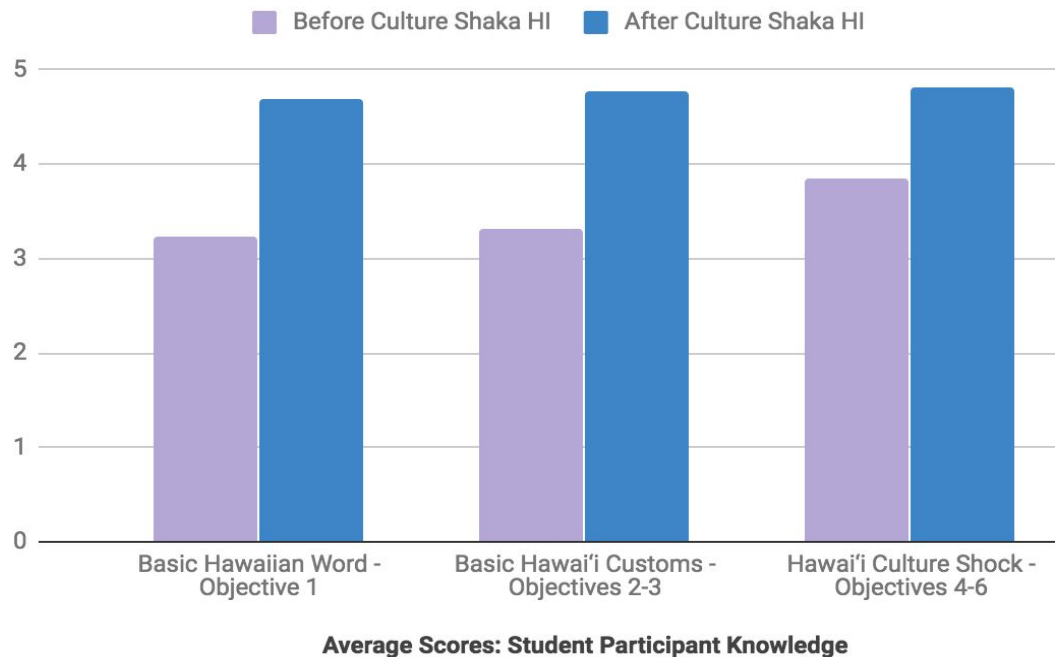
In order to save time, the participants were emailed the pre-test and asked to complete it prior to joining the group session. Participants were also asked not to search for answers

online, to only answer what they knew, and to only spend 5-10 minutes on the pre-test. However, it is possible that participants may have spent more time and effort than asked since they scored higher on the pre-test in comparison to participants who took it during the actual testing sessions. The increase in pre-test scores was noticeably higher in Objectives that included Hawaiian vocabulary: Objective 1, 2, and 6. This was taken into consideration when the data was analyzed. Objectives 3, 4, and 5 included original concepts only introduced in the app, so participants still scored lower in the pre-test for these areas, consistent with the data collected in the one-on-one sessions. As detailed in Figure 5, the app was once again successful in increasing students' results from pre-test to post-test.

Even with higher scores on the pre-test compared to the one-on-one sessions, the results still showed a considerable increase in student scores. Participants were able to provide insightful and culturally appropriate answers to the scenario questions. Based on this data, it was concluded that Culture Shaka HI successfully improved students' ability to learn basic Hawai'i language, local idioms, and customs, as well as their ability to cope with the culture shock phase of moving to Hawai'i

After the group testing sessions, participants were asked to complete a retrospective follow-up survey. The survey measured the participants' perceived knowledge about the mobile app's content prior to and after completing Culture Shaka HI. Since some of the participants were from Hawai'i, the pre-Culture Shaka HI scores were higher than anticipated. To collect more accurate data, the project would need to be tested with population of new, out-of-state students in future iterations. The data, however, still showed a large increase in students' understanding of Hawai'i and Hawai'i culture shock after completing the app.

Figure 6 details the project's success in helping participants increase their perceived knowledge in the learning objectives discussed in the modules.



**Figure 6.** Survey data results.

The follow-up survey also asked participants to rate the app's usability and viability, and to provide additional suggestions/comments they may have about the project. As expected, the usability rating was at its lowest for the first two one-on-one sessions when instruction was presented using text only. After the final revision of using Google Slide video presentations, the app received a 98% usability rating. A majority of the participants, 77%, said they would definitely recommend the app to their friends, co-workers, and family. They were enthusiastic in commenting that the app was, "A great learning tool for newcomers", "A fun and easy tool for adjusting to living in the islands", and that, "The modules provided fun and engaging lessons." A participant said, "I have lots of coworkers from the mainland who need to know these types of words. It would help them get over their culture shock sooner!"

One participant gave a 'maybe' in terms of recommending the app since the participant would have preferred to access it using a computer instead of a mobile device. This feedback helped me realize that even though I tested the app using iPhones and Android smartphones, and Windows Tablets, the app's aesthetics could still sometimes differ when using different mobile devices. This was the reason this participant wanted to test the app using a computer. In future iteration, I would need to edit the app to look visually appealing on all mobile platforms.

Two participants from Hawai'i mentioned they would not recommend this app. One participant said the project needed to clearly state that this was not a Hawaiian language or Hawaiian history app. In order to avoid confusion and offending Native Hawaiian people, it was mentioned multiple times in the testing scripts, recruitment email, and consent forms that this was not meant to be a Hawaiian language or history course. This

feedback meant I had to make it clearer at the beginning of the app that the sole purpose of Culture Shaka HI is to be a quick Hawai'i culture shock workshop for new, out-of-state students. I also need to highlight it even more in the testing sessions, recruitment scripts, and the consent forms in order to avoid confusion in the future. The other Hawai'i participant mentioned that they would recommend this app after one more review from a Hawaiian Studies subject matter expert. Due to time constraints, I was only able to contact one Hawaiian cultural expert and received peer review feedback from Native Hawaiian descent a semester prior to project implementation. This feedback gave me inspiration to further improve and cleanup the content of the app by seeking other Hawai'i content experts in future iterations.

## **Discussion**

Based on data collected in this study, it was concluded that Culture Shaka HI successfully improved students' ability to learn basic Hawai'i language, local idioms, and customs, as well as their ability to cope with the culture shock phase of moving to Hawai'i. The improved test scores showed that Culture Shaka HI was successful in providing education to new Hawai'i students as well as to students already living in Hawai'i.

Furham's three contemporary theories, stress and coping, culture learning, and social identification, were the most effective literature used in the project. The culture shock lessons focused on introducing coping strategies students can use to overcome the challenges and stress they will definitely face in Hawai'i. The Hawai'i language, customs, and norms lessons provided the culture learning experiences students needed to start adjusting to living in the state. Finally, the culture shock lessons and terminal objective of the project allowed learners to become teachers of the app's content by the end of final module. Students experience culture shock in different stages and phases so Culture Shaka HI helped students identify their current state of culture shock. After socially identifying their unique experiences, they were prompted to provide advice to future students, family, and friends who may experience Hawai'i culture shock as well. The students successfully incorporated lesson content and their own personal experiences to provide useful Hawai'i tips to their own peers who are thinking of coming to the Aloha state.

One of the main factors in UHM's high dropout rate for out-of-state freshmen is their inability to cope with the life and cultural changes they experience after moving to the islands. It doesn't help that there is a lack of online Hawai'i culture shock resources at the university. Culture Shaka HI became a successful resource that these students used to learn basic Hawaiian language, customs, and norms to start adjusting to their new lives in Hawai'i. Out-of-state participants were very vocal in stating how much they learned and how helpful the app was to use in their daily school lives and in the workplace. Participants from Hawai'i praised the Pidgin Creole English lessons, stating that it covered all of the basics people should know if they want to live in Hawai'i. The study results also showed a steady increase in tests scores before, during, and after learning Culture Shaka HI lessons. Based on this study, although it is not yet perfect, the app was

successful in fulfilling its purpose of providing out-of-state students the resource they can use to overcome the culture shock challenges of moving to Hawai'i.

Final revisions are yet to be made in order to reach the app's full potential. I hope to further improve the quality of the video lessons by using animations and real-life video footage. To address concerns by some of the participants, it will be made even clearer at the beginning of the app that this is NOT a Hawai'i language and history course. It is tailored for students who want to quickly learn the basics of what to expect when moving to Hawai'i. Also, instead of using Wix, I would like to use Massachusetts Institute of Technology's App Inventor program to convert the project into an actual mobile application that students can download to their smart devices. The coding will take a lot of time, but the result of this study makes me confident that the project will continue to become a viable and valuable resource for future students, making extended project revisions worthwhile. There are still continual requests from individuals and institutions to test the app. I hope to clean up all the aesthetics and mobile delivery of the project to make Culture Shaka HI a recognized tool for all to use in the future.

Overall, the project received highly positive reactions. Although there are still some issues to be resolved, Culture Shaka HI was very successful in educating students and increasing their knowledge of the app's learning objectives. Many of the participants enjoyed the app so much that they asked if they could continue sharing it with their friends and peers. A student sent an email saying, "I've been wanting to learn some Hawaiian lingos for a while now. Been living in Hawai'i but still having a hard time comprehending some things. I heard about your app from my friend. I would greatly appreciate if I can try it!" Although I am no longer collecting and analyzing data to include in this report after the final group sessions, there are still new students that are using the app to learn about Hawai'i and coping strategies they can use in the islands. This is evidence that the project has met its goal of being a valuable, quick, and easy resource for out-of-state students still figuring out their new way of living here in the Aloha State.

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**APPENDICES****APPENDIX A***Learning Objectives*

<b>Behavior</b>	<b>Learning Objective</b>
Interpret simple Hawaiian words	Given a scenario that incorporates Hawaiian words, student will be able to interpret its meaning in English.
Determine a response to basic Hawai'i customs	Given a scenario, student will be able to determine an appropriate response to presented Hawai'i customs
Determine a response to simple Hawai'i norms	Given a scenario, student will be able to determine how to respond to a norm in Hawai'i
Determine the four stages of culture shock	Given the four stages of culture shock, student will be able to determine their current stage of culture shock
Determine culture shock coping strategies	Given a scenario, student will be able to determine a coping strategy to use
Create a strategy to overcome the challenges of moving to Hawai'i	Given useful Hawai'i tips, student will be able to create a strategy to overcome the challenges of moving to Hawai'i

**APPENDIX B***Audience Characteristic*

<b>Cognitive</b>	<b>Physiological</b>
<ul style="list-style-type: none"> <li>• Has basic computer literacy skills.</li> <li>• Has basic knowledge and skills navigating a mobile app.</li> <li>• Has little to no knowledge about basic Hawaiian language, customs, and norms.</li> <li>• Has moderate comprehension of the English language.</li> <li>• Has knowledge and/or experience completing online surveys</li> </ul>	<ul style="list-style-type: none"> <li>• The ideal age range is 18 years old and older</li> <li>• Has never lived in Hawai‘i continuously for more than three months.</li> <li>• Can be any gender.</li> <li>• Is physically and mentally able to use computers, tablets, and smartphone.</li> </ul>
<b>Affective</b>	<b>Social</b>
<ul style="list-style-type: none"> <li>• Is motivated to learn about basic Hawaiian language and customs.</li> <li>• Is motivated to learn and overcome the four stages of culture shock.</li> <li>• Is motivated to become more prepared adjusting to moving to Hawai‘i.</li> </ul>	<ul style="list-style-type: none"> <li>• Is able to engage and communicate with the app tester.</li> <li>• Can test a mobile application in a large group setting.</li> </ul>

**APPENDIX C****PEER MENTOR PROGRAM/COFFEE HOUR ORAL SCRIPT**

Aloha everyone! And thank you for giving me some of your time to make a quick announcement today. My name is James, and I designed a Hawai'i culture shock workshop mobile application as part of my Master's program. This app can help teach you basic Hawai'i language, customs, idioms, and strategies you can incorporate to overcome the culture shock phase of moving here to Hawai'i. Since most of you are new here in the country, I think this mobile app can help you adjust to your new life on the island.

I am asking for your help to participate in my research project (not today! but a later time). If you select to participate, I will be asking you to do the workshop by completing the learning modules in the mobile app. Your willingness to take the workshop is greatly appreciated because any feedback will help to improve the project for future use. If you are interested, please come to see me and I will go over the consent form and the different available testing sessions with you.

Thank you for listening and I hope some of you will volunteer to help me out. If you want more details or have any questions, you can come and ask me anytime.

Mahalo!

**APPENDIX D****LTEC 112 RECRUITMENT EMAIL**

Aloha,

My name is James, the current TA for your LTEC 112 class. I'm writing to ask for your help to participate in a research project I'm doing as part of the requirement for my Master's program. The purpose of this project is to evaluate a Hawai'i Culture Shock workshop mobile application designed to help new out-of-state UH students such as yourself! I will be asking you to do the workshop by completing the learning modules in the mobile app. Your willingness to take the workshop is greatly appreciated because any feedback will help to improve the project for future use.

For the full detail of the study, read carefully the attached consent form. Please keep in mind that participation is strictly voluntary. Choosing to participate or not participate will not affect your relationship with me or your grade for the course. There is no extra credit or any other compensation for participating. However, you may benefit from learning basic Hawai'i language, customs, idioms, and strategies you can incorporate to overcome the culture shocks of your new life here in Hawai'i. Moreover, if you are curious or plan to be a graduate student in the future, this can also be a valuable experience to learn about the process of conducting a master's project study.

If you agree to participate, please respond to this email and I will get in touch with you about the group testing date and location. Should you have any questions regarding, please feel free to contact me at any time.

Thank you,

James Balicao, Principal Investigator

**APPENDIX E**

1.1 Someone tells you to do the shaka. What do you do?

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1.2 Read the scenarios and match the correct Hawaiian word to use.

You need to use the bathroom. You should go to the door labeled \_\_\_\_\_. 'Ono

The sign says don't put anything in your balcony. This means you can't put your surfboard in your \_\_\_\_\_. Makai

Your teacher says you should bring food to class today. This means you must bring some \_\_\_\_\_ grinds. Wahine

Your friend lives in the ocean side of Waikiki which means he lives on the \_\_\_\_\_ side. Lānai

The direction says you should park on the mountain side so you should go \_\_\_\_\_ direction. Kāne

Mauka

2.1 Your friend asks you to buy a lei before coming to class. Give a possible occasion why a lei must be needed. Explain your answer.

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2.2 You are invited to join a pau hana party. You are told to bring da kine. What should you bring? Give a possible reason to have a pau hana party.

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3.1 You are supposed to meet your classmates to do group work at 2:00 pm. It is already 2:20 and half of them still didn't arrive. What is the local term to describe this situation? What can you do to adjust?

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3.2 One of your groupmates speaks a lot of Pidgin so it is hard for you to understand what he is saying. How can you better understand this person?

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4. You are often late to class because buses in Hawai'i never come on time. This can make you experience which stage of culture shock: Honeymoon, Frustration, Adjustment, or Acceptance. Explain your answer.

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5. You are having difficulty adjusting because there are so many different languages spoken on the island. What coping strategies can you incorporate to overcome this?

Explain.

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6.1 Your local friend recommended a beautiful hiking trail. When you arrive at the entrance, a Native Hawaiian family tells you it is Kapu to go up. What should you do?

Explain. You really want to go hiking, how would you cope with this situation?

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6.2 Your family is visiting you in Hawai'i for the first time. They asked what are some things they must do and must never do in Hawai'i. How would you tell them to prepare?

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**APPENDIX F****MODULE ONE: PRACTICE TEST**

Now it's time to use what you learn! Read the scenarios below and answer based on what you learned in this module.

1.1 Someone tells you to do the shaka. What do you do?

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1.2 Read the scenarios and match the correct Hawaiian word to use.

You need to use the bathroom. You should go to the door labeled \_\_\_\_\_. 'Ono

The sign says don't put anything in your balcony. This means you can't put your surfboard in your \_\_\_\_\_. Makai

Your teacher says you should bring food to class today. This means you must bring some \_\_\_\_\_ grinds. Wahine

Your friend lives in the ocean side of Waikiki which means he lives on the \_\_\_\_\_ side. Lānai

The direction says you should park on the mountain side so you should go \_\_\_\_\_ direction. Kāne

Mauka

**MODULE TWO: PRACTICE TEST**

Great! Now you've learned basic customs you can surely use in Hawai'i. Please reflect on what you learned and answer the following scenario questions.



2.1 Your friend asks you to buy a lei before coming to class. Give a possible occasion why a lei must be needed. Explain your answer.

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2.2 You are invited to join a pau hana party. You are told to bring da kine. What should you bring? Give a possible reason to have a pau hana party.

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### **MODULE THREE: PRACTICE TEST**

Did you have fun learning some Hawai'i norms? You probably experienced some of them already. I hope this module helped you understand them. Time to test what you learned. Good luck!

3.1 You are supposed to meet your classmates to do group work at 2:00 pm. It is already 2:20 and half of them still didn't arrive. What is the local term to describe this situation? What can you do to adjust?

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3.2 One of your groupmate speaks a lot of Pidgin so it is hard for you to understand what he is saying. How can you better understand this person?

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#### **MODULE FOUR: PRACTICE TEST**

Good job on understanding the different stages. Let's have some fun with a practice scenario to use what you just learned.

4. You are often late to class because buses in Hawai'i never comes on time. This can make you experience which stage of culture shock: Honeymoon, Frustration, Adjustment, or Acceptance. Explain your answer.

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#### **MODULE FIVE: PRACTICE TEST**

Now it's time for a short practice question for you to think about what you learned and apply whatever coping strategy you feel comfortable using in real-life situations.

5. You are having difficulty adjusting because there are so many different languages spoken on the island. What coping strategies can you incorporate to overcome this? Explain.

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Now it is time to reflect and use what you learned in all of the six modules. Be confident in answering the final practice test questions. You got this!

### **MODULE SIX: PRACTICE TEST**

6.1 Your local friend recommended a beautiful hiking trail. When you arrive at the entrance, a Native Hawaiian family tells you it is Kapu to go up. What should you do? Explain. You really want to go hiking, how would you cope with this situation?

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6.2 Your family is visiting you in Hawai'i for the first time. They asked what are some things they must do and must never do in Hawai'i. How would you tell them to prepare?

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**APPENDIX G****Post-Test Scenario Questions:**

Please provide a short response answer to how you would respond/act given the following scenarios. Incorporate what you learned from all of the modules.

1.1 A group of tourist walks up to you and ask the meaning of shaka. How would you explain this word so they fully understands its meaning and uses?

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1.2 Read the scenarios and match the correct Hawaiian word to use.

Your mother need to use the bathroom. You should direct her to go to the door labeled \_\_\_\_\_.

Mauka

Your roommate said you can watch the sunset in your balcony. This means you can enjoy the view on your \_\_\_\_\_.

Kāne

You ate very delicious grinds at a picnic so you said this food is so \_\_\_\_\_!

Makai

Your friend told you his house is on the mountain side so you should pull over on the \_\_\_\_\_ side of the street.

'Ono

The direction to the hiking trail is at the end of the ocean so you should keep walking to the \_\_\_\_\_ direction.

Wahine

Lānai

2.1 Your friend asks you to buy a lei to a party. What kind of event is it appropriate to give a lei?

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2.2 Your Hawaiian Studies class want to hold a pau hana party at the end of the semester.

What is the reason to have a pau hana party? The teacher said you can bring da kine food you like What should you bring?

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3.1 The bus was supposed to arrive at 7:30 am. It is already 7:55 am and you are still anxiously waiting. What is a local term used to describe this situation. How can you adjust?

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3.2 Your teacher sometimes use Pidgin in class. Because of this, you have a hard time understanding some of what he is saying. How can you better understand your teacher?

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4. It only takes 40 minutes to ride the bus to school in the morning. After your afternoon class, the going home traffic in Hawai'i is so bad that you are often sitting in the bus for almost two hours to go home. This can make you experience which stage of culture shock: Honeymoon, Frustration, Adjustment, or Acceptance. Explain your answer.

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5. You are having difficulty adjusting because of the many different cultures you have to learn while living in the island. What coping strategy can you incorporate to overcome this?

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6.1 Your mainland friends want you to take them to an illegal hike in Hawai'i. You know it is kapu to go. What would you do? Explain. They really want to go hiking. How would you cope with this situation?

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6.2 Your friend is thinking to move and study in Hawai'i. She has never been in Hawai'i before. She ask you how she must prepare herself. What advice would you give her on

things she must do and must not do in Hawai'i? What can you say to help her prepare?

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**APPENDIX H***Grading Protocol*

<b>Given a Hawai'i scenario, the student will develop a response that:</b>	<b>Scores</b>
<b>1.</b> Is written in easily comprehensible language	<b>0/1</b>
<b>2.</b> Incorporates a concept covered in the current module	<b>0/1</b>
<b>3.</b> Is related to the lessons covered in the module	<b>0/1</b>
<b>4.</b> Is culturally accepted based on the standards provided by the module	<b>0/1</b>
<b>5.</b> Provides personal insight and interpretation of the module concepts	<b>0/1</b>
<b>TOTAL SCORE:</b>	<b>0-5</b>
Short answers were graded using the above criteria. Scores were added to create a total score for each questions. The total scores were used for evaluation with 0 translating to the answers not meeting any of the requirements to a grade of 5 translating to the answers meeting all of the requirements.	



**APPENDIX I****Culture Shaka HI Follow-Up Survey**

1. How long have you been living in Hawai'i?

2. Where are you from?

3. Age:

4. How would you categorize your experience using a mobile application

a) 0 years      b) 0-1 year      c) 1-3 years      d) 3-5 years      e) 5 years and above

5.1 On a scale of 1 to 5, how would you rate your knowledge of basic Hawaiian words before taking Culture Shaka HI?

1	2	3	4	5
Very Low	Below Average	Average	Above Average	Very High

5.2 After completing Culture Shaka HI?

1	2	3	4	5
Very Low	Below Average	Average	Above Average	Very High

6.1 On a scale of 1 to 5, how would you rate your familiarity with basic Hawaiian customs before taking Culture Shaka HI?

1	2	3	4	5
Very Low	Below Average	Average	Above Average	Very High

6.2 After completing Culture Shaka HI?

1	2	3	4	5
Very Low	Below Average	Average	Above Average	Very High

7. Which of the four stages of culture shock are you currently experiencing?

8.1 On a scale of 1 to 5, how would you rate ability to cope with the culture shocks of moving to Hawai'i before taking Culture Shaka HI?

1	2	3	4	5
Very Low	Below Average	Average	Above Average	Very High

8.2 After completing Culture Shaka HI?

1	2	3	4	5
Very Low	Below Average	Average	Above Average	Very High

9. On a scale of 1 to 5, how easy was it to navigate/use the mobile application?

1	2	3	4	5
Very Difficult	Difficult	Intermediate	Easy	Very Easy

10. What suggestion can you give to improve Culture Shaka HI?

11. Would you recommend this mobile app to a friend? Why or why not?

12. Additional comments you want to share:

**APPENDIX J****CULTURE SHAKA HI LEARNING MODULES****MODULE ONE: BASIC Hawai'i WORDS**

Aloha is the friendliest word you can use in the island. It is used to greet someone hello or goodbye, and is also used to show love, kindness, and respect. It is also the most popular Hawaiian word. You've probably heard or used it before moving to Hawai'i. Here are some basic Hawaiian words and local idioms you should learn while living in the state.

- ❖ Mahalo: Thank you. Even though you might see it written in trash bins, it does not mean trash in Hawaiian. Mahalo for keeping the island clean though!
- ❖ Kōkua: Help. Most commonly used in the saying, "Mahalo for your kōkua," which means thank you for your help. If you take public transportation, you probably heard the bus announcing, "Please kōkua and move to the back of the bus."
- ❖ Kāne: Men and Wahine: Women. Remember this when you need to use public bathrooms!
- ❖ 'Ono: Delicious. When you eat something tasty, you can say 'ono (be careful not to say, "Oh, no...").
- ❖ Mauka: Towards the mountain and Makai: Towards the ocean. Remember these words when asking for directions.
- ❖ Pau: Finished. You might hear your teacher ask, "Are you pau?" or your waiter might come and ask, "Are you pau with your plate?"

- ❖ Lānai: Balcony or Patio. Dorms, hotels, and apartments often have signs that say, “Don’t leave any items in your lānai,” or “No smoking on the lānai.”
- ❖ ‘Ohana: Family. “Ohana means family, and family means no one gets left behind,” - Lilo & Stitch. It also means family beyond blood relations such as close friends, work, club members, etc.
- ❖ Shaka: The hand gesture of extending your thumb and pinkie while curling the three fingers in between. Shaka symbolizes aloha, mahalo, and kōkua.

Now let’s look at some local idioms. Hawai‘i has three official languages. English, Hawaiian, and Pidgin-Creole English. It is very common to meet people who speak Pidgin so remember some of these words.

- ❖ Howzit?: How are you?
- ❖ Grinds: Food. Example: Let’s get 'ono grinds.
- ❖ Da Kine: Can mean anything and everything. It is used as a placeholder when you can’t think of the words to explain something. Examples: “Remember da kine?”, “We went to da kine yesterday”, “Please buy da kine on your way home.”
- ❖ Shoots Brah: It’s the locals’ casual way to say Okay! (I agree), goodbye, or see you later.  
  
Example: Do you want to you beach this weekend? Reply: Shoots brah! (Okay!)  
  
Example: I need to to class now. Reply: Shoots brah! (See you later)

That’s it for this module. Phew, that was a lot huh? Great job! But you are not pau yet. You will learn more Hawaiian and Pidgin words in future modules. Learning these basic words will make your life in Hawai‘i easier.

**MODULE TWO: BASIC Hawai'i CUSTOMS**

You've seen them on TV. You've seen them at the airport and hotels. You probably received one when you first arrived on the island (if you didn't yet, don't worry, you will surely receive some in future occasions). I am talking about da kine of course! Flower leis are used to share aloha and welcome visitors. It is also appropriate to give them for celebrations such as birthday and graduation. Here are other basic Hawai'i customs that you will encounter.

- ❖ Always remove your shoes/slippers before entering someone's house.
- ❖ When you are invited to someone's home, it is customary to always bring something to share such as Pupu (appetizers) or desserts like Malasada (Portuguese donut).
- ❖ Towards the end of the semester, some teachers often hold pau (finished) hana (work) parties in their classroom. Pau hana means after work. It is common to have pau hana parties with co-workers and classmates to celebrate completing a long project or just to get together.
- ❖ Hula: The traditional dance of Hawai'i. Please understand that hula is not just a dance to entertain tourist. It is a traditional way to express Hawaiian history, culture, and tradition.
- ❖ Lū'au, commonly written as luau, is a traditional Hawaiian feast usually accompanied by entertainment. Join one!
- ❖ It is rude and offensive to call Hawai'i residents as Hawaiians. Only ethnically native Hawaiians should be called Hawaiians. Just because you live in Hawai'i, don't tell

your friends back home that you are a Hawaiian (it's not the same as using the term Californian, a word people who live in California call themselves).

- ❖ You've seen it all over campus. You've seen it all over the island; girls wearing flower in their ears. What does it mean? Left ear means she is taken. Right ear means she is available to date.

Great! Now you've learned basic customs you can surely use in Hawai'i. Please reflect on what you learned and answer the following scenario questions.

### **MODULE THREE: "UNUSUAL" Hawai'i NORMS**

Everyone and I mean everyone, in Hawai'i is your uncle and auntie. In the islands, we use uncle and auntie as a respectful and friendly way to call older people. Even if they are not your blood relatives, you can call your friend's parents, your older neighbors, or even complete strangers uncle or auntie. Here are other unusual norms you will experience.

- ❖ If you are taking the bus to go to the beach, expect to see many locals boarding the bus wearing nothing but swimwear on. Dress Code in Hawai'i is very casual.
- ❖ And speaking of casual attires, we take pride in wearing our slippahs (slippers or flip-flops). People wear slippahs to school, to go out, sometimes to work, and the fancy kine slippahs are worn to go to church.
- ❖ Island lifestyle is pretty chill and relax. Time moves a little slower in Hawai'i, that's why we have what we call "Hawaiian time" which means to arrive late. Public transportations will never come on time in Hawai'i, they will either be super early or in most cases, very late. That's Hawaiian time. If you are on a tour bus and your

schedule says you're supposed to arrive 20 minutes ago so you ask your tour conductor, they will most likely answer, "We get there when we get there," #HawaiianTime. You ask your friends to meet for dinner at 6:00 pm and you're still sitting alone by 6:30, sorry please understand that they are on Hawaiian time.

- ❖ If you've been in Hawai'i for a few days now, there's a 200% chance you have seen a spam musubi. The people of Hawai'i love their spam so you will find various restaurants use it in their dish. We even have a Spam Festival held every year to celebrate our love for spam!
- ❖ Don't take lava rocks when you visit a volcano! It is considered kapu (forbidden or sacred). It will bring you years of bad luck. You've been warned!
- ❖ A lot of locals speak Pidgin English (a unique mixture of words, phrases, and idioms from the many languages and cultures living in Hawai'i). Sometimes, one of your instructors might even speak it. If you don't understand what they say, it is okay to ask. People in Hawai'i are generally friendly so they'll be able to adjust or explain it to you. Just don't ask them to speak Pidgin! It is rude and they might give you a "Dirty Lickins" (a spanking or a beating). It is okay to ask the meaning of words you don't understand. As time passes, you will slowly get accustomed to listening and understanding Pidgin. Don't, however, try to speak Pidgin unless you learned enough of it (through class or years of living here). If not done correctly, it may seem like you are mocking the language.

Speaking of Pidgin, here are some additional Pidgin words that are normal to use in the islands but would have a completely more normal meaning anywhere else.

- ❖ Broke the mouth (pronounced brok da mout). What do you think this means? Did somebody punch your face? :O Did you eat a rock? Brok da mout means you ate something so unbelievably delicious you feel like your mouth is broken. Auntie's malasada was so good it brok the mout.
- ❖ Choke. When someone says choke in Pidgin, they are not trying to be violent. Choke means there is a lot of something. There's choke people: a lot of people. There's choke cars: a lot of cars/traffic.

Did you have fun learning some Hawai'i norms? You probably experienced some of them already. I hope this module helped you understand them. Time to test what you learned. Good luck!

## **MODULE FOUR: THE FOUR STAGES OF CULTURE SHOCK**

What is culture shock? Culture shock is a natural reaction that occurs when we suddenly move to a new environment that practices culture, attitude, and way of life that is different from what we are used to. So this is something that you will naturally experience while you are adjusting to living in Hawaii.

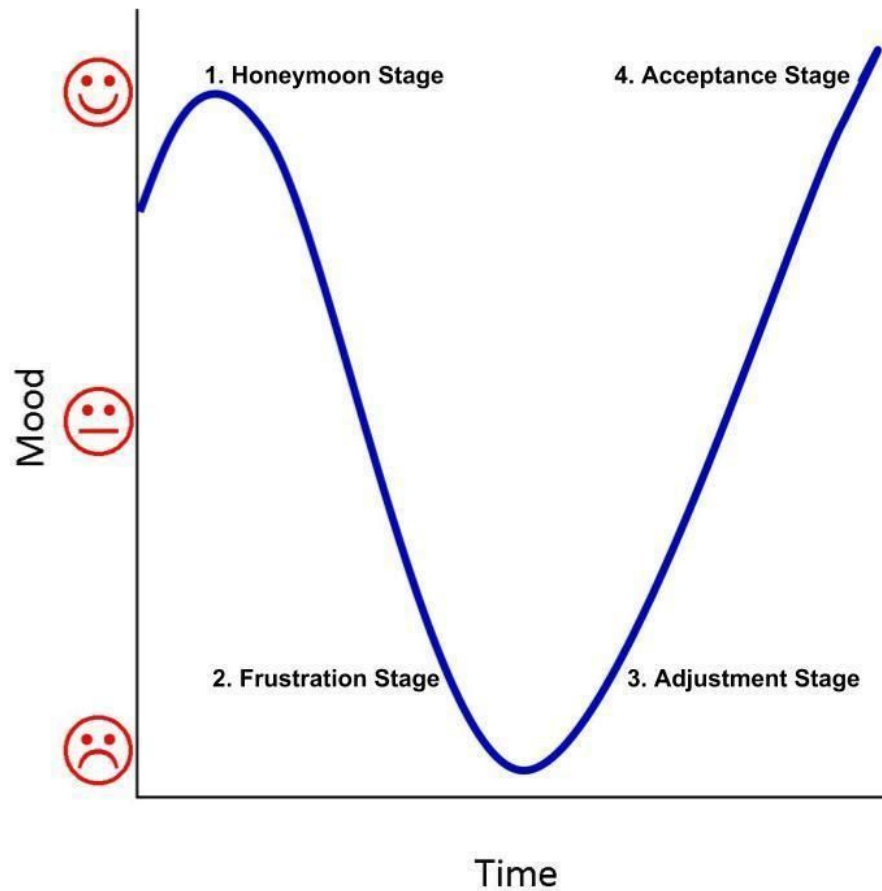
There are four different stages of culture shock:

1. Honeymoon Stage: The first stage of culture shock is full of positive feelings. Everything is great, you are enjoying learning about your new surroundings, and you are having a wonderful time.



2. Frustration Stage: This is a very difficult stage of culture shock. Suddenly all the differences are becoming too overwhelming that you don't know how to deal with them. You did not expect things to be this difficult :(
3. Adjustment Stage: Once you become more familiar with the people, language, culture, and norms, you learn to deal with the problems that used to frustrate you.
4. Acceptance Stage: Even though you do not fully understand everything there is about your new culture, you learned to accept the changes and adjustments you need to make. You are able to live well in your new environment

See the U-Curve below that maps out the different stages and mood swings of experiencing culture shock.



Please keep in mind that not everybody experiences the stages of culture shock in the same timeline. Everyone experiences it in their own way and their own pace. Now that you learned the different stages of culture shock, can you identify which stage you are currently in? Take a few seconds to think and reflect yourself.

You're probably thinking to yourself, what should I do now that I identified my culture shock stage? Slow down, we will get to that in the next module. For now, good job on understanding the different stages. Let's have some fun with a practice scenario to use what you just learned.

## **MODULE FIVE: CULTURE SHOCK COPING STRATEGIES**

It's not easy to overcome coping with culture shock. So it is okay to feel sad and frustrated. In fact, the first step to coping with culture shock is to admit that you are experiencing it. It is not a sign of weakness to feel lost, confused, or angry about your new surroundings. Accept that you have these feelings in order for you to let them go. Yell out all your negative feelings inside your room if you have to. On the bright side, there are ways to tackle these feelings. Here are some coping strategies so you can give this culture shock thing some dirty lickins.

- ❖ **Explore the island!** As you and your phone's gallery have already noticed, Hawai'i is so dang beautiful. Travel around with friends or take a walk by yourself and enjoy the different beauty the island has to offer. The island's fresh wind and the gorgeous view will sure to relax and take your worries away.
- ❖ **Learn as much about Hawai'i as you can.** If you are having trouble keeping up the common knowledge about Hawai'i, take time to learn about the island. Do a quick search of its history, language, demographic info, people, etc. Learn as much as you can so you can prepare for the difference. This will also give you the confidence to have regular conversations about the state. (At the end of this app, some resources to learn more about Hawai'i will be provided for you to look at your own time)
- ❖ **Talk about how you feel.** Talk about how you feel to a new friend or classmate who is also from outside of the island. Chances are, they might be experiencing the same hardship. Talking it out in person can also help you guys share information on how to overcome such challenges. Talking it out with a professor

or a local friend can also lead to hearing good advice on how you can better adjust to your new life.

- ❖ **Stay connected to Home.** Staying in touch with your friends and loved ones will help ease your feeling of frustration and homesickness. Make sure to balance it though. You don't want your mind to be stuck at home while your body is living here.
- ❖ **Stop comparing everything to home.** As mentioned above, it is good to stay connected at home but avoid comparing everything to how it was. It won't help you settle in. Instead, find a way to adjust. "This is so much cheaper at home!" Yes, Hawai'i is expensive and unfortunately, it will continue to be. Instead of thinking about the money you could save if you bought something at home, you can think about how to better budget for your life here. "I don't have many friends here." It is normal to feel that in the beginning but the island is so small it makes it easy to meet people. Even though it's good to stay connected with your friends, be sure to put yourself out there and make new friends here as well.
- ❖ **Make time to process.** Processing everything will take time. So it's okay to be Hawaiian time adjusting. Writing down/blogging about your experiences does help relieve stress. Went hiking today? Instagram that pic. Saw the sunset at the beach? Facebook Live that awesomeness. Had a rough day? Share that double rainbow you saw the other day #RainbowAfterTheRain. Sharing your experience and receiving comments from others can help you process your feelings of doubts and negative feelings.

- ❖ **Find a healthy distraction.** Especially at the second stage of culture shock, take some time to yourself to get rid of the frustrations. Watch your favorite TV show, Netflix a funny movie, do some yoga, or cook some 'ono food at home. Find a healthy way to relax. Yell some more, dance, and have a party in your room if you have to.
- ❖ **Get social!** When you are feeling down, being around other people is the last thing you feel like doing. HOWEVER, a lot of the culture shock phase deals with you feeling like an outsider. So no matter how hard or awkward it is at first, give yourself a little push to get out there and talk to people. Why hibernate when you can find some new people to make you laugh? See what clubs are available on campus. Maybe there are some social events. Talk to classmates and try to make local friends. Get social!

When you are experiencing any of the four stages of culture shock, you can incorporate any of the above strategies to help you cope with the situation. Whenever you have a hard time, just take a deep breath and think about what you learned in this lesson. I'm sure you can do it! Take it slowly. You have choice support and resources that you can use to get by in your new life in Hawai'i :)

Now it's time for a short practice question for you to think about what you learned and apply whatever coping strategy you feel comfortable using in real-life situations.

## **MODULE SIX: USEFUL Hawai'i TIPS AND RECOMMENDATION**

Good job! You have made it to the last module. You are now better prepared to tackle daily culture shocks in Hawai'i. Mahalo for learning Hawaiian words, Pidgin, and local

customs. You have also learned the four stages of culture shock and strategies you can use to cope with them. To end this workshop, here are some useful Hawai‘i tips to make you happier and well-adjusted in the island.

- ❖ Be prepared to say “Wow!” a lot. Hawai‘i is one of the most beautiful places in the world. Wherever you look is a picture worthy view. So if you are having a hard time or just need a breather, explore the beauty of the islands #CopingStrategy. Fireworks on the beach, sunrise, sunset, stars, clear skies, nature, there are countless things that will wow you away.
- ❖ Speaking of nature, it is a must to go hiking in Hawai‘i! Even doing simple easy hikes such as Makapuu Lighthouse and Diamond Head will refresh all your worries and tiredness away. The islands has many beautiful hikes to offer. They are just a Google search away or ask recommendations from your new local friends. HOWEVER, please always be respectful when you hike. Cleanup after yourself and don’t trespass into anyone’s property. Some of the famous hikes in Hawai‘i are illegal and require climbing from private properties. They are kapu for a reason! You might get severely injured from hiking or sneaking into someone’s gated house. It is also common to have police officers at the entrance of illegal hikes and they will give you a pricy ticket. So if you get asked or pressured to go to an illegal hike, please be smart and refuse to do it. You can search other hikes to go to. The view will still be beautiful and most importantly, you will be showing respect to the locals and the land.

- ❖ Eat Hawaiian style. Try local grinds such as poke, loco moco, acai bowl, Kahuku garlic shrimps, kalua pork, huli huli chicken, manapua, shaved ice and many more! If you are curious about this foods, search them on Yelp after you complete this workshop and find the closest location near you to go try them out!
- ❖ Finally, please kokua and share what you learned today. You can always come back to this Culture Shaka HI to look at back the lessons when you need them. The best way to learn is to teach. So if you see your friends, classmates, or family experiencing culture shock about Hawai'i, share and teach them useful lessons that you learned today. You are now ready to overcome the culture shocks of living here in the Aloha state :)

Now it is time to reflect and use what you learned in all of the six modules. Be confident in answering the final practice test questions. You got this!

**APPENDIX K****One-On-One Session Script:**

Hi, [insert participant's name]. My name is James, and I'm going to be walking you through this session today. Before we begin, I have some information for you, and I'm going to read it to make sure that I cover everything. As I mentioned in my email, I am asking people to take a look at my mobile application called Culture Shaka HI for my LTEC course. I would like to see what you think of the mobile app and the learning modules. I would also like to assess how you tackle each scenario provided in the app. The session should take about 60 minutes.

The first thing I want to make clear right away is that I'm testing the effectiveness of the learning modules, not you. You can't do anything wrong here. So you don't have to worry about making any mistakes. Your answers will not be graded.

As you read through the learning modules, I'm going to ask you as much as possible to try to think out loud: to say what you're looking at, what you're trying to do, and what you're thinking. This will be a big help. For this reason, I will be asking you permission if I can record the screen as you go through the app. I also ask to record your audio so I can accurately reference what you say during this session. If you don't feel comfortable with me recording, no problem! We will proceed without recording



anything. So what do you say? May I please record your testing session? Please read over and complete this consent form. \*Hands consent form to participant\*

Also, please don't worry that you're going to hurt my feelings. I'm doing this to improve the app designs and the content/delivery of the learning modules, so I need to hear your honest reactions.

If you have any questions as we go along, just ask them. I may not be able to answer them right away since I'm interested in how people do when they don't have someone who can help. But if you still have any questions when we're done I'll try to answer them then.

And if you need to take a break at any point, just let me know. Do you have any questions so far?

Alright, before we begin, let me just assure you that you will not be identified in the report of my study. None of your personal information will be shared and only I will have access to your session results. All of the survey results, test answers, and recordings will be stored in my personal password protected computer that only I will have access to. The names and emails will be deleted from the study once the test answers are recorded.

I know you are excited to start so whenever you are ready, we can begin!

**APPENDIX L****Group Session Script:**

Aloha, everyone. My name is James, and I'm going to be walking you through this session today. Before we begin, I have some information for you, and I'm going to read it to make sure that I cover everything. As I mentioned in my email, I am asking people to take a look at my mobile application called Culture Shaka HI for my LTEC course. I would like to see what you think of the mobile app and the learning modules. I would also like to assess how you would react to the scenario questions provided in the app. The session should take about 60 minutes.

The first thing I want to make clear right away is that I'm testing the effectiveness of the learning modules, not you. You can't do anything wrong here. So you don't have to worry about making any mistakes. Your answers will not be graded.

As you read through the learning modules, please write down any questions or observations you want to share with me, good or bad. This will be a big help.

Also, please don't worry that you're going to hurt my feelings. I'm doing this to improve the app designs and the content/delivery of the learning modules, so I need to hear your honest thoughts.

If you have any questions as we go along, please raise your hand and I will come to check with you soon as I can. I may not be able to answer them right away since I'm interested in how people do when they don't have someone who can help. But if you still have any questions when we're done I'll try to answer them then.

And if you need to take a break at any point, just let me know. Do you have any questions so far?

Alright, before we begin, let me just assure you that you will not be identified in the report of my study. None of your personal information will be shared and only I will have access to your session results. All of the survey results and test answers will be stored in my personal password protected computer that only I will have access to. The names and emails will be deleted from the study once the test answers are recorded.

I know you are all excited to learn about Hawai'i culture shock so let us begin!

**CITI TRAINING CERTIFICATES**

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Completion Date 14-Aug-2018

Expiration Date 13-Aug-2022

Record ID 28165061

This is to certify that:

**James Pol Balicao**

Has completed the following CITI Program course:

**Biomedical and Biological Responsible Conduct of Research** (Curriculum Group)**Biomedical and Biological Responsible Conduct of Research** (Course Learner Group)**1 - Basic Course**

(Stage)

Under requirements set by:

**University of Hawaii**Verify at [www.citiprogram.org/verify/?we55efd6a-dd23-49ee-bde6-725ddd04d091-28165061](http://www.citiprogram.org/verify/?we55efd6a-dd23-49ee-bde6-725ddd04d091-28165061)



Completion Date 21-Aug-2018  
Expiration Date 20-Aug-2021  
Record ID 28165065

This is to certify that:

**James Pol Balicao**

Has completed the following CITI Program course:

**Information Privacy Security (IPS)**

(Curriculum Group)

**Exempt Researchers and Key Personnel - Biomedical Data and Specimens Only IPS**

(Course Learner Group)

**1 - Basic Course**

(Stage)

Under requirements set by:

**University of Hawaii**



Verify at [www.citiprogram.org/verify/?w1a70ef52-422f-4d1e-aabd-82d1c602b0b6-28165065](http://www.citiprogram.org/verify/?w1a70ef52-422f-4d1e-aabd-82d1c602b0b6-28165065)



Completion Date 17-Aug-2018  
Expiration Date 16-Aug-2021  
Record ID 28165067

This is to certify that:

**James Pol Balicao**

Has completed the following CITI Program course:

**Human Subjects Research (HSR)** (Curriculum Group)  
**Non-Exempt Biomedical Researchers and Key Personnel** (Course Learner Group)  
**1 - Basic Course** (Stage)

Under requirements set by:

**University of Hawaii**

**CITI**  
Collaborative Institutional Training Initiative

Verify at [www.citiprogram.org/verify/?w4ee7229d-f3f8-4a69-ae9-247f441a18b1-28165067](http://www.citiprogram.org/verify/?w4ee7229d-f3f8-4a69-ae9-247f441a18b1-28165067)



Completion Date 17-Aug-2018  
Expiration Date 16-Aug-2021  
Record ID 28165069

This is to certify that:

**James Pol Balicao**

Has completed the following CITI Program course:

**Human Subjects Research (HSR)**

(Curriculum Group)

**Exempt Researchers and Key Personnel - Biomedical Data and Specimens Only**

(Course Learner Group)

**1 - Basic Course**

(Stage)

Under requirements set by:

**University of Hawaii**

**CITI**  
Collaborative Institutional Training Initiative

Verify at [www.citiprogram.org/verify/?wdf05f6f7-19ac-4dc1-aad2-cca84f011c78-28165069](http://www.citiprogram.org/verify/?wdf05f6f7-19ac-4dc1-aad2-cca84f011c78-28165069)



Completion Date 14-Aug-2018  
Expiration Date 13-Aug-2021  
Record ID 28165070

This is to certify that:

**James Pol Balicao**

Has completed the following CITI Program course:

<b>Human Subjects Research (HSR)</b>	(Curriculum Group)
<b>Exempt Researchers and Key Personnel</b>	(Course Learner Group)
<b>1 - Basic Course</b>	(Stage)

Under requirements set by:

**University of Hawaii**

**CITI**  
Collaborative Institutional Training Initiative

Verify at [www.citiprogram.org/verify/?wf33982cb-9a0e-4386-a6e6-6cac3752be3b-28165070](http://www.citiprogram.org/verify/?wf33982cb-9a0e-4386-a6e6-6cac3752be3b-28165070)





Completion Date 14-Aug-2018  
Expiration Date 13-Aug-2022  
Record ID 28165062

This is to certify that:

**James Pol Balicao**

Has completed the following Citi Program course:

**CITI Conflicts of Interest** (Curriculum Group)  
**Conflicts of Interest** (Course Learner Group)  
**1 - Stage 1** (Stage)

Under requirements set by:

**University of Hawaii**

**CITI**  
Collaborative Institutional Training Initiative

Verify at [www.citiprogram.org/verify/?wd5f1b994-7296-4f2b-bb44-a871e6d055f1-28165062](http://www.citiprogram.org/verify/?wd5f1b994-7296-4f2b-bb44-a871e6d055f1-28165062)



Completion Date 22-Aug-2018  
Expiration Date 21-Aug-2021  
Record ID 28165063

This is to certify that:

**James Pol Balicao**

Has completed the following CITI Program course:

**Information Privacy Security (IPS)**

(Curriculum Group)

**Non-Exempt Biomedical Researchers and Key Personnel IPS**

(Course Learner Group)

**1 - Basic Course**

(Stage)

Under requirements set by:

**University of Hawaii**

**CITI**  
Collaborative Institutional Training Initiative

Verify at [www.citiprogram.org/verify/?w6daab8ef-cb93-45f0-9844-08cd382689be-28165063](http://www.citiprogram.org/verify/?w6daab8ef-cb93-45f0-9844-08cd382689be-28165063)



Completion Date 22-Aug-2018  
Expiration Date 21-Aug-2021  
Record ID 28165068

This is to certify that:

**James Pol Balicao**

Has completed the following CITI Program course:

**Human Subjects Research (HSR)**

(Curriculum Group)

**Non-Exempt Social & Behavioral Sciences Researchers and Key Personnel**

(Course Learner Group)

**1 - Basic Course**

(Stage)

Under requirements set by:

**University of Hawaii**



Verify at [www.citiprogram.org/verify/?w919b627c-5d72-4b8c-8afa-7b2def2cd19a-28165068](http://www.citiprogram.org/verify/?w919b627c-5d72-4b8c-8afa-7b2def2cd19a-28165068)

**ONE-ON-ONE CONSENT FORM**

Aloha! My name is James Balicao and I am a graduate student at the University of Hawai'i (UH) at Mānoa in the Department of Learning Design and Technology. I am doing a research project as part of the requirements for earning my graduate degree.

***What am I being asked to do?***

If you participate in this project, you will be testing (audio and screen recorded) Culture Shaka HI, a mobile application I created to provide a Hawai'i culture shock workshop.

***Taking part in this study is your choice.***

Your participation in this project is completely voluntary. You may stop participating at any time. If you stop being in the study, there will be no penalty or loss to you. Your choice to participate or not participate will not affect your peer mentor program relationship/status with me.

***Why is this study being done?***

The purpose of my project is to evaluate the effectiveness of Culture Shaka HI in improving students' ability to learn basic Hawai'i customs and ability to cope with the culture shock phase of moving to Hawai'i. I am inviting you to participate in my project because you are a first year out-of-state student who may benefit from this mobile app.

***Where and When will it take place?***

One-on-one sessions will be conducted from January 21-25, 2019 in Wist Hall, conference room 217. You can schedule and select the day and time that works for you.

***What will happen if I decide to take part in this study?***

The mobile app testing will take about 65 minutes to 90 minutes to complete and will consist in this order: 1. Pre-Test 5-10 Minutes 2. Modules and Practice Tests 50-60 Minutes. 3. Post-Test 5-10 Minutes. 4. Follow-Up Survey 5-10 Minutes.

Task that you will be performing: You will read 6 learning modules. You will be prompted to complete a pre-test before starting the modules, a practice test during each module, and a post-test after completing all of the learning modules. Sample questions that will be asked are: 1. Someone tells you to do the shaka. What do you do? 2. You are having difficulty adjusting because there are so many different languages spoken on the island. What coping strategies can you incorporate to overcome this? All of the questions will be related to the learning modules you will learn that day.

If you participate, with your permission, I will audio-record and screen-record as you go through the mobile app so that I can later transcribe the test session and analyze the responses. The recordings will be kept in my password protected personal computer and will never be released to the public.

***What are the risks and benefits of taking part in this study?***

I believe there is little risk to you in participating in this research project. You may become stressed or uncomfortable answering any of the questions or discussing topics

during the focus group. If you do become stressed or uncomfortable, you can skip the question or take a break. You can also stop participating at any time.

You may benefit from participating in this study by learning valuable Hawai'i language and culture shock coping strategies you can incorporate in real life while studying in the state.

***Privacy and Confidentiality:*** I will keep all study data secure in my password protected personal computer that only I alone will have access to. Only my University of Hawai'i advisor and I will have access to the information. Other agencies that have legal permission have the right to review research records. The University of Hawai'i Human Studies Program has the right to review research records for this study.

After I write a transcript of the one-on-one, I will erase or destroy the audio and screen recordings. When I report the results of my research project, I will not use your name. I will not use any other personal identifying information that can identify you. I will use pseudonyms (not your real names) and report my findings in a way that protects your privacy and confidentiality to the extent allowed by law.

***Future Research Studies:*** Results from the one-on-one sessions will be used modify instructions and testing methods in future Culture Shaka HI testing sessions. None of your information will ever be released if future testing sessions are conducted.

***Questions:***

If you have any questions about this study, please call or email me at 808.956.7671 & jamespol@hawaii.edu. You may also contact my advisor, Dr. Catherine Fulford, at 808.956.3906 or fulford@hawaii.edu. You may contact the UH Human Studies Program at 808.956.5007 or [uhirb@hawaii.edu](mailto:uhirb@hawaii.edu) to discuss problems, concerns and questions; obtain information; or offer input with an informed individual who is unaffiliated with the specific research protocol. Please visit <http://go.hawaii.edu/jRd> for more information on your rights as a research participant.

If you agree to participate in this project, please sign and date the following signature page and return it to: James Balicao 1776 University Avenue, Wist Hall 232, Honolulu, HI 96822

Keep a copy of the informed consent for your records and reference.

**Signature(s) for Consent for:**

I give permission to join the research project entitled, "*Culture Shaka HI*"

Please initial next to either "Yes" or "No" to the following:

☐ Yes      ☐ No      I consent to be audio-recorded for the interview portion of this research.

☐ Yes      ☐ No      I consent to being computer screen-recorded for the interview portion of this research.

**Name of Participant (Print):** \_\_\_\_\_

**Participant's Signature:** \_\_\_\_\_

**Signature of the Person Obtaining Consent:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**GROUP SESSION CONSENT FORM**

Aloha! My name is James Balicao and I am a graduate student at the University of Hawai'i (UH) at Mānoa in the Department of Learning Design and Technology. I am doing a research project as part of the requirements for earning my graduate degree.

***What am I being asked to do?***

If you participate in this project, you will be testing Culture Shaka HI, a mobile application I created to provide a Hawai'i culture shock workshop. You will be participating in a group session, joining 9-14 other participants testing the mobile app at the same time.

***Taking part in this study is your choice.***

Your participation in this project is completely voluntary. You may stop participating at any time. If you stop being in the study, there will be no penalty or loss to you. Your choice to participate or not participate will not affect your grade taking LTEC 112 nor will it affect your relationship with me as your TA.

***Why is this study being done?***

The purpose of my project is to evaluate the effectiveness of Culture Shaka HI in improving students' ability to learn basic Hawai'i customs and ability to cope with the culture shock phase of moving to Hawai'i. I am inviting you to participate in my project because you are a first year out-of-state student who may benefit from this mobile app.

***Where and When will it take place?***

Group session will be conducted on Friday, February 1, 2019 in Wist Hall classroom 234 from 2pm to 3pm.

***What will happen if I decide to take part in this study?***

The mobile app testing will take about 65 minutes to 90 minutes to complete and will consist in this order: 1. Pre-Test 5-10 Minutes 2. Modules and Practice Tests 50-60 Minutes. 3. Post-Test 5-10 Minutes. 4. Follow-Up Survey 5-10 Minutes. You will individually complete each tasks in this order.

Task that you will be performing: You will read 6 learning modules. You will be prompt to complete a pre-test before starting the modules, a practice test during each module, and a post-test after completing all of the learning modules. Sample questions that will be asked are: 1. Someone tells you to do the shaka. What do you do? 2. You are having difficulty adjusting because there are so many different languages spoken on the island. What coping strategies can you incorporate to overcome this? All of the questions will be related to the learning modules you will learn that day.

The testing will be conducted in an enclosed classroom. No audio or video recordings will be conducted. Your answers to the mobile app's test questions will be recorded and studied to evaluate the effectiveness of Culture Shaka HI.

***What are the risks and benefits of taking part in this study?***

I believe there is little risk to you in participating in this research project. You may become stressed or uncomfortable answering any of the questions or discussing topics during the focus group. If you do become stressed or uncomfortable, you can skip the question or take a break. You can also stop participating at any time.

You may benefit from participating in this study by learning valuable Hawai'i language and culture shock coping strategies you can incorporate in real life while studying in the state.

***Privacy and Confidentiality:*** I will keep all study data secure in my password-protected personal computer that only I alone will have access to. Only my University of Hawai'i advisor and I will have access to the information. Other agencies that have legal permission have the right to review research records. The University of Hawai'i Human Studies Program has the right to review research records for this study.

When I report the results of my research project, I will not use your name. I will not use any other personal identifying information that can identify you. I will use pseudonyms (not your real names) and report my findings in a way that protects your privacy and confidentiality to the extent allowed by law.

Although we ask everyone in the testing sessions to respect everyone's privacy and confidentiality, and not to identify anyone in the group or repeat what is said during the group discussion, please remember that other participants in the group may accidentally disclose what was said. Avoid sharing personal information that you may not wish to be known.

***Future Research Studies:*** The results from this group testing session will be used to create a formative report to document the success/shortcomings of Culture Shaka HI. A summary of the report will then be presented at an online conference as part of my Master's Degree program requirement. None of your personal information will ever be released to the public nor will you ever be personally mentioned in any report or presentation related to this project.

***Questions:***

If you have any questions about this study, please call or email me at 808.956.7671 & jamespol@hawaii.edu. You may also contact my advisor, Dr. Catherine Fulford, at 808.956.3906 or fulford@hawaii.edu. You may contact the UH Human Studies Program at 808.956.5007 or [uhirb@hawaii.edu](mailto:uhirb@hawaii.edu) to discuss problems, concerns and questions; obtain information; or offer input with an informed individual who is unaffiliated with the specific research protocol. Please visit <http://go.hawaii.edu/jRd> for more information on your rights as a research participant.

If you agree to participate in this project, please sign and date the following signature page and return it to: James Balicao 1776 University Avenue, Wist Hall 232, Honolulu, HI 96822

Keep a copy of the informed consent for your records and reference.



**Name of Participant (Print):** \_\_\_\_\_

**Participant's Signature:** \_\_\_\_\_

**Signature of the Person Obtaining Consent:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**ZOOM SESSION CONSENT FORM**

Aloha! My name is James Balicao and I am a graduate student at the University of Hawai'i (UH) at Mānoa in the Department of Learning Design and Technology. I am doing a research project as part of the requirements for earning my graduate degree.

***What am I being asked to do?***

If you participate in this project, you will be testing Culture Shaka HI, a mobile application I created to provide a Hawai'i culture shock workshop. You will be participating in a group session, joining 5-8 other participants testing the mobile app at the same time.

***Taking part in this study is your choice.***

Your participation in this project is completely voluntary. You may stop participating at any time. If you stop being in the study, there will be no penalty or loss to you.

***Why is this study being done?***

The purpose of my project is to evaluate the effectiveness of Culture Shaka HI in improving students' ability to learn basic Hawai'i customs and ability to cope with the culture shock phase of moving to Hawai'i. I am inviting you to participate in my project because you are a first year out-of-state student who may benefit from this mobile app.

***Where and When will it take place?***

Group Zoom session will be conducted on Thursday, February 7, 2019 on Zoom Room <https://coehawaii.zoom.us/j/190817598> from 7pm to 8:30pm.

***What will happen if I decide to take part in this study?***

The mobile app testing will take about 65 minutes to 90 minutes to complete and will consist in this order: 1. Pre-Test 5-10 Minutes 2. Modules and Practice Tests 50-60 Minutes. 3. Post-Test 5-10 Minutes. 4. Follow-Up Survey 5-10 Minutes. You will individually complete each tasks in this order.

Task that you will be performing: You will read 6 learning modules. You will be prompt to complete a pre-test before starting the modules, a practice test during each module, and a post-test after completing all of the learning modules. Sample questions that will be asked are: 1. Someone tells you to do the shaka. What do you do? 2. You are having difficulty adjusting because there are so many different languages spoken on the island. What coping strategies can you incorporate to overcome this? All of the questions will be related to the learning modules you will learn that day.

The testing will be conducted in a private Zoom room session. No audio or video recordings will be conducted. Your answers to the mobile app's test questions will be recorded and studied to evaluate the effectiveness of Culture Shaka HI.

***What are the risks and benefits of taking part in this study?***

I believe there is little risk to you in participating in this research project. You may become stressed or uncomfortable answering any of the questions or discussing topics during the focus group. If you do become stressed or uncomfortable, you can skip the question or take a break. You can also stop participating at any time.

You may benefit from participating in this study by learning valuable Hawai'i language and culture shock coping strategies you can incorporate in real life while studying in the state.

***Privacy and Confidentiality:*** I will keep all study data secure in my password-protected personal computer that only I alone will have access to. Only my University of Hawai'i advisor and I will have access to the information. Other agencies that have legal permission have the right to review research records. The University of Hawai'i Human Studies Program has the right to review research records for this study.

When I report the results of my research project, I will not use your name. I will not use any other personal identifying information that can identify you. I will use pseudonyms (not your real names) and report my findings in a way that protects your privacy and confidentiality to the extent allowed by law.

Although we ask everyone in the testing sessions to respect everyone's privacy and confidentiality, and not to identify anyone in the group or repeat what is said during the group discussion, please remember that other participants in the group may accidentally disclose what was said. Avoid sharing personal information that you may not wish to be known.

***Future Research Studies:*** The results from this group testing session will be used to create a formative report to document the success/shortcomings of Culture Shaka HI. A summary of the report will then be presented at an online conference as part of my Master's Degree program requirement. None of your personal information will ever be released to the public nor will you ever be personally mentioned in any report or presentation related to this project.

***Questions:***

If you have any questions about this study, please call or email me at 808.956.7671 & jamespol@hawaii.edu. You may also contact my advisor, Dr. Catherine Fulford, at 808.956.3906 or fulford@hawaii.edu. You may contact the UH Human Studies Program at 808.956.5007 or [uhirb@hawaii.edu](mailto:uhirb@hawaii.edu) to discuss problems, concerns and questions; obtain information; or offer input with an informed individual who is unaffiliated with the specific research protocol. Please visit <http://go.hawaii.edu/jRd> for more information on your rights as a research participant.

If you agree to participate in this project, please sign and date the following signature page and return it to: James Balicao 1776 University Avenue, Wist Hall 232, Honolulu, HI 96822 or email at [jamespol@hawaii.edu](mailto:jamespol@hawaii.edu).

Keep a copy of the informed consent for your records and reference.

**Name of Participant (Print):** \_\_\_\_\_

**Participant's Signature:** \_\_\_\_\_

**Signature of the Person Obtaining Consent:** \_\_\_\_\_

**Date:** \_\_\_\_\_